

Material developed to assist other NACs start their own
“Pages as Pillars” program

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Pages as Pillars—Description of the Program

A. Goal/need of the project,

Goal:

The purpose of this program is to assist elementary school children develop reading skills. This can be accomplished by in school reading sessions, continued encouragement to read at home and the *development* of home libraries. NAC members and community volunteers will work to provide books and reading assistance in school. A main goal of the program is to help the children develop ownership of their own home libraries and to build reading fluency and comprehension.

Need:

Many families in the Beaverton School District are living below the poverty level. More than 32% receive free or reduced lunches. Fifteen percent (15%) of the children are English Language learners. While 32% of the families are below the poverty level many others are working class families who utilize all available resources to pay bills and feed their families; this often leaves little money to buy books or school supplies.

The school encourages all children to read at least 20 minutes each night, as only by reading they build strong reading skills. These reading skills form the basis for all future learning. While the school sends materials home and allows children access to the school library, they never get the advantage of re-reading the same book for fluency and deep comprehension.

If the students are able to keep a few books each year, they could practice re-reading, read to themselves and to their siblings, and begin building that all-important home library. Research has shown that by age 5, children raised in poverty hear and understand up to 20,000 less words than middle-class children. Imagine how that divide grows as the children mature through elementary school and have no opportunity to practice reading at home. No chance to carve those words into their memory and no chance to close the gap.

Studies indicate that students who brought books home had significantly higher reading scores than other students. These students were less affected by the "summer slide" – the decline that especially afflicts lower-income students during the vacation months. In fact, just having those 12 books seemed to have as much positive effect as attending summer school.

B. How the Program Evolved at the West Beaverton NAC,

This project has evolved from West Beaverton NAC discussions regarding needs in the school and the community. A West Beaverton NAC representative then met with a teacher and the principal of Chehalem Elementary School to consider appropriate projects that would be of great need by the student and which would not be filled or provided by the school. A number of West Beaverton NAC members have been involved in education and with past school reading activities. These individuals strongly encouraged the development of this program.

C. Who will be involved in your Program?

NAC members, teachers, administrators, students, parents and community members who are interested in assisting students develop their reading skill and become readers. **This will truly be a collaborative program involving the NAC, the School District, The City of Beaverton and the Community.**

D. What benefits you can expect when the project is operating.

You can expect, through the development of home libraries and adult assistance, that children will improve their reading skills in both fluency and comprehension. Children will gain an appreciation for books that will stay with them for life. Individual NAC members will also gain considerable satisfaction through their involvement with the children and the school. An additional benefit of the program is the positive visibility that will be gained by your NAC and the City of Beaverton in the school community, local neighborhoods and the larger community.

One interesting observation made by a philanthropist who gives books to disadvantaged kids – It's not the physical presence of the books that produces the biggest impact, she suggested. It's the change in the way the students see themselves as they build a home library. They see themselves as READERS, as a member of a different group. ("The Medium is the Medium" New York Times Reprint July 8, 2010)

E. Major components of the project,

1. Provision of resources for the school to purchase books to give to children so they can build their home libraries.
2. NAC and community volunteers assisting individual children in reading at the school.
3. NAC and community members participating in an ongoing voluntary book drive for new or gently used children's books. Sources of books could include household donations, garage sales purchases and store purchases. The books would compliment the schools purchased books to be given to children for their home libraries. This activity would be coordinated by a NAC volunteer.

How a NAC can start a “Pages as Pillars” program for your Elementary School.

The complete “Pages as Pillars” program as set up by the West Beaverton NAC involves three elements, 1) providing money for the school to purchase books, 2) giving the school new and slightly used books, and 3) providing volunteer reading partners to assist students at school.

If your school has a SMART reading program, the third element is not necessary. The SMART program has an extremely good structure and a long history of working in schools helping students develop their reading skills. It would be good for the NAC to contact the school’s SMART program coordinator to see if the NAC could be of any assistance to their program. If you have NAC members who wish to get actively involved, they could contact the SMART program coordinator at the school site.

Assuming that your NAC does want to start a program at your local school, you should first decide whether there is an interest in all three elements—Money for the school, donation of books and volunteer readers. It is strongly recommended that a NAC’s decision to operate a Pages program carry a commitment of at least 2 years. This would allow time to properly develop the program and would be taken more seriously by the school.

Your next step should be to contact the local school principal to see if there is a willingness to develop a program with the NAC and whether the school has a need for volunteer reading partners (Does a SMART program exist at the school?). At this time you could suggest that the principal contact Debbie Nicolai, Principal at Chehalem Elementary School, for comments and suggestions regarding the program. A NAC might also want to contact Debbie Nicolai to seek her help in clarifying their role in a Pages program and the importance of the program for your school’s students.

If there is interest and willingness on the school’s part, the NAC should then discuss ways of earning money for the purchase of books. Suggestions include: Beaverton City matching funds grants, garage sale, local business assistance, member donations, and/or money from the NAC’s general account.

If you decide to provide volunteer reading partners, the coordinator should start to recruit volunteers from active NAC members and other community members. A volunteer commitment consists of approximately 1 hour per week during the school year. Some volunteers may desire to work more than 1 hour, which may be possible if the school has the need at the time that the volunteer is available.

The ideal time to start working on your program, if you are planning to have reading partners, would be in the summer prior to the start of the school year. If this is not possible, you should start work toward a program at the beginning of the school year. If you are not planning to have in school reading volunteers, you could start anytime during

the year. It is important to remember that the school will need time to identify students needing books and time to purchase these books.

Steps to start a “Pages as Pillars” program in your NAC

1. Determine interest and the extent of your NAC’s program.
2. Select a program coordinator from your NAC membership.
3. Meet with the school principal to determine if the school would like to participate in the program.
4. Develop a source of money that will use to purchase books.
5. Set up a space at each NAC meeting for members to drop off donated books. Make a progress report at each NAC meeting.
6. Recruit volunteers from the NAC and open community.
7. Potential volunteers should complete the school district’s background clearance form found on their web page.
8. Determine the volunteers’ availability and preferences i.e. day or days of the week, time of day (morning or afternoon), preference for older or younger students and amount of time available.
9. The NAC coordinator should let the principal know who has completed the volunteer clearance form. The principal, in turn, will let the coordinator know when the person has been cleared for participation.
10. Submit the list of cleared volunteers with their schedule preferences to the principal or designated person at the school.
11. The school will attempt to match the volunteers’ schedules with the teachers’ needs and schedules.
12. The teachers will select the students and make the initial introductions and book selections. It is important to maintain regular contact with the teacher. If possible, it is good to let the teacher know if you are unable to be at a scheduled session.
13. The school will give you an ID card that must be worn while you are in the school.
14. You must check in and out using whatever procedure your school has established.

Schools participation and responsibility

1. Conduct a background check on all potential volunteers.
2. Communicate the program to the teachers and seek teacher involvement.
3. Identify students who would benefit from reading partners.
4. Provide a short orientation for the volunteer and introduce the volunteer to the assigned teacher.
5. Provide a quiet space for reading that is within view of teachers and staff.
6. Identify students who do not have a home library or have very few books. At Chehalem this is done through a letter to the parents inquiring about the

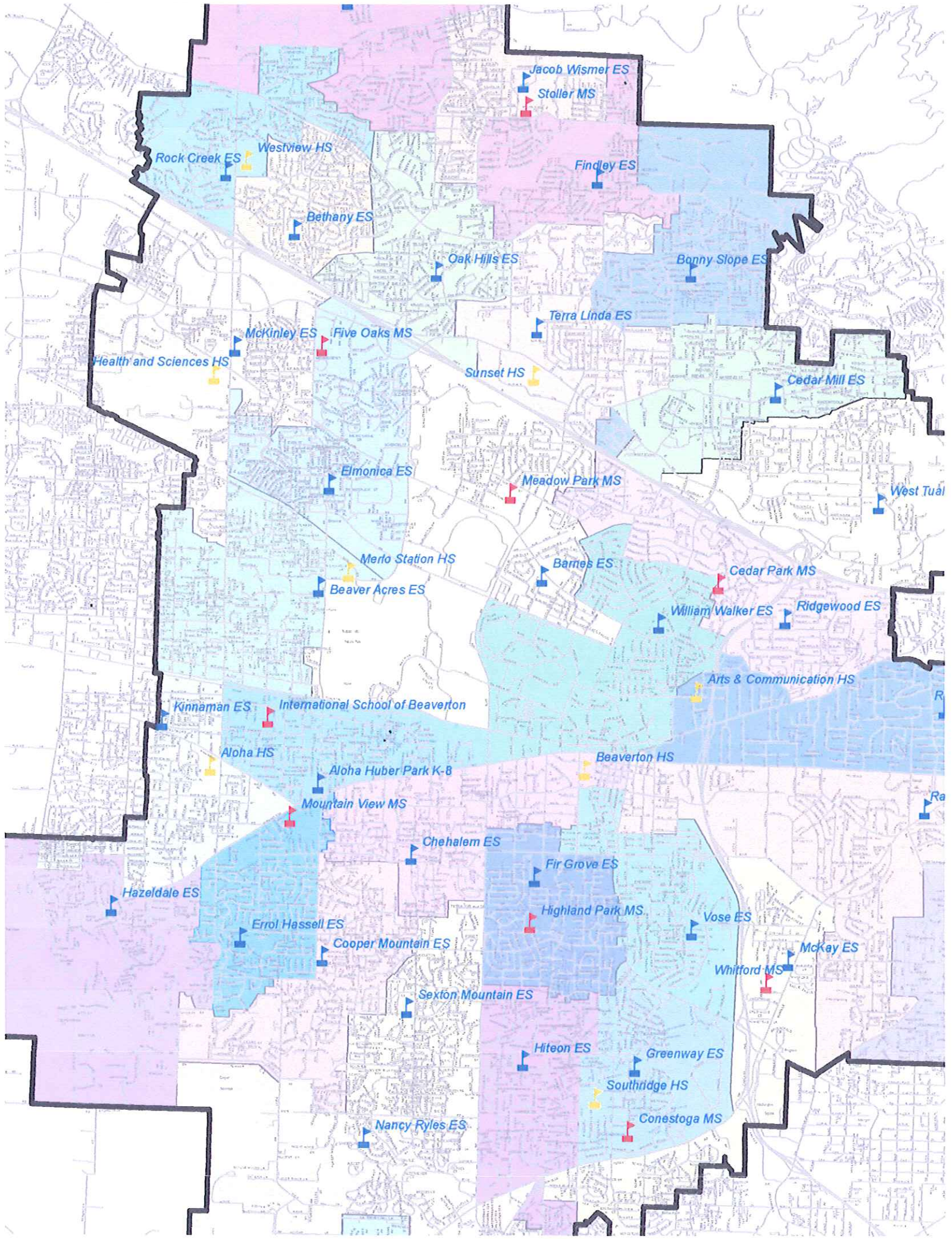
- number of books the student has at home. In addition, teachers, staff and volunteers may provide names to the principal.
7. Use the money provided by the NAC to purchase books for the students identified above. Any books donated by NAC members at the meetings would be added to this group of books. Maintain all receipts for the books purchased by the school.
 8. Sort the books and designate books for each student by name.
 9. Schedule an assembly for the books to be give to the identified students. Only the students to get books should attend. This assembly should be near the end of the school year so the books will be available for summer reading.
 10. If a volunteer computer or check in system is in use at the school, reading partners and the volunteers should be added to the system. Chehalem has a volunteer check in/out computer, which is able to provide the number of hours each volunteer works during the year. This is really helpful for the NAC's record keeping.

Coordinator's duties and responsibility

1. Maintain coordination with the principal or designated school staff person and all volunteers.
2. Recruit volunteers- explain the program and provide direction for the potential volunteer to seek school district clearance.
3. Obtain the volunteer's available schedule and provide that to the school when the volunteer has been cleared.
4. Follow-up with the volunteer to insure that their placement is going well.
5. Take in the books that are donated at the NAC meetings- make a list of the books, photo (if possible) and establish a value or cost. Maintain this record and all receipts that the members might provide. (This information will allow you to place a cost value on the project and can be used as match for a Beaverton City Matching Funds Grant.) Deliver these books to the school.
6. Maintain records of all money donated or collected by the NAC for the program and provide these funds (by check) to the school.
7. Complete all grant paper if the NAC decides to utilize grant funding.
8. Maintain a record of time spent is coordination and maintenance of the program. Much of the work can be done by emails and it is suggested that you keep copies of all program emails and an ongoing list of time invested.
9. Assist in the handing out of the books to the students.
10. Report program progress at each NAC meeting.
11. Work with the school to provide assistance and direction for the volunteers.

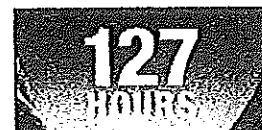
Sources of new or used books

1. School purchases- Most of the money collected and/or donated by the NAC should be given to the school so they could buy appropriate books from their established sources.
2. Scholastic Outlet warehouse, 5127 NE 158th Portland, has book sales three times a year when individuals can buy children's books at very reduced prices. This sale is open to school employees and school district personnel. We have found that it is helpful to invite an interested teacher to accompany NAC volunteer to this sale. The teacher will have a better idea of which books are appropriate to purchase and will also have access to the sale if your NAC does not have teacher or administrator in it's membership.
3. Local book sellers- Powell's Books, McKenzie Books and many others. McKenzie Books, located at 15370 SW Millikan Way, has reduced priced children's books for purchase in their office. Powell's gives a 20% discount for school library purchases.
4. Garage Sales are an extremely good source of children's books. It is important to only buy books that are in good condition and at the reading levels of K through 5th students.
5. Friends and relative are a good source of books. When you put out the word for books, you will find that many people will show an interest in the program and some may want to volunteer as reading partners.
6. The last suggestion is a special resource—Kohl's offers special primary level books for \$5 with a companion plush toy also for \$5. This is a special book and toy gift that some of our members enjoy purchasing for the school to give younger students.



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July 8, 2010

The Medium Is the Medium

By DAVID BROOKS

Recently, book publishers got some good news. Researchers gave 852 disadvantaged students 12 books (of their own choosing) to take home at the end of the school year. They did this for three successive years.

Then the researchers, led by Richard Allington of the University of Tennessee, looked at those students' test scores. They found that the students who brought the books home had significantly higher reading scores than other students. These students were less affected by the "summer slide" — the decline that especially afflicts lower-income students during the vacation months. In fact, just having those 12 books seemed to have as much positive effect as attending summer school.

This study, along with many others, illustrates the tremendous power of books. We already knew, from research in 27 countries, that kids who grow up in a home with 500 books stay in school longer and do better. This new study suggests that introducing books into homes that may not have them also produces significant educational gains.

Recently, Internet mavens got some bad news. Jacob Vigdor and Helen Ladd of Duke's Sanford School of Public Policy examined computer use among a half-million 5th through 8th graders in North Carolina. They found that the spread of home computers and high-speed Internet access was associated with significant declines in math and reading scores.

This study, following up on others, finds that broadband access is not necessarily good for kids and may be harmful to their academic performance. And this study used data from 2000 to 2005 before Twitter and Facebook took off.

These two studies feed into the debate that is now surrounding Nicholas Carr's book, "The Shallows." Carr argues that the Internet is leading to a short-attention-span

culture. He cites a pile of research showing that the multidistraction, hyperlink world degrades people's abilities to engage in deep thought or serious contemplation.

Carr's argument has been challenged. His critics point to evidence that suggests that playing computer games and performing Internet searches actually improves a person's ability to process information and focus attention. The Internet, they say, is a boon to schooling, not a threat.

But there was one interesting observation made by a philanthropist who gives books to disadvantaged kids. It's not the physical presence of the books that produces the biggest impact, she suggested. It's the change in the way the students see themselves as they build a home library. They see themselves as readers, as members of a different group.

The Internet-versus-books debate is conducted on the supposition that the medium is the message. But sometimes the medium is just the medium. What matters is the way people think about themselves while engaged in the two activities. A person who becomes a citizen of the literary world enters a hierarchical universe. There are classic works of literature at the top and beach reading at the bottom.

A person enters this world as a novice, and slowly studies the works of great writers and scholars. Readers immerse themselves in deep, alternative worlds and hope to gain some lasting wisdom. Respect is paid to the writers who transmit that wisdom.

A citizen of the Internet has a very different experience. The Internet smashes hierarchy and is not marked by deference. Maybe it would be different if it had been invented in Victorian England, but Internet culture is set in contemporary America. Internet culture is egalitarian. The young are more accomplished than the old. The new media is supposedly savvier than the old media. The dominant activity is free-wheeling, disrespectful, antiauthority disputation.

These different cultures foster different types of learning. The great essayist Joseph Epstein once distinguished between being well informed, being hip and being cultivated. The Internet helps you become well informed — knowledgeable about current events, the latest controversies and important trends. The Internet also helps you become hip — to learn about what's going on, as Epstein writes, "in those lively waters outside the boring mainstream."

But the literary world is still better at helping you become cultivated, mastering significant things of lasting import. To learn these sorts of things, you have to defer to greater minds than your own. You have to take the time to immerse yourself in a great writer's world. You have to respect the authority of the teacher.

Right now, the literary world is better at encouraging this kind of identity. The Internet culture may produce better conversationalists, but the literary culture still produces better students.

It's better at distinguishing the important from the unimportant, and making the important more prestigious.

Perhaps that will change. Already, more "old-fashioned" outposts are opening up across the Web. It could be that the real debate will not be books versus the Internet but how to build an Internet counterculture that will better attract people to serious learning.

**USA
TODAY**

Free books block 'summer slide' in low-income students

Updated 5/31/2010 7:32 PM

By Greg Toppo, USA TODAY



JeffCo Schools

In Arvada, Colo., Fitzmorris Elementary kindergarten teacher Kat Krisher hands parent Wade Walton a packet of books for his child to read over the summer.

Can a \$50 stack of paperback books do as much for a child's academic fortunes as a \$3,000 stint in summer school?

An experimental program in seven states may help answer that question this summer as districts from

Nevada to South Carolina give thousands of low-income students an armful of free books.

Research has shown that simply giving children books may be as effective as summer school — and a lot cheaper. The big question is whether the effect can be replicated on a larger scale and help reduce the USA's nagging achievement gap between low-income and middle-class students.

Getting kids to read in summer

Schools have always tried to get students to read over the summer. For middle-class students, that's not as big a deal with their access to books at home, public libraries and neighborhood bookstores, says Richard Allington, a longtime reading researcher at the University of Tennessee-Knoxville.

Over the past 20 years, researchers have shown that low-income students simply have less access to print. In some cases, even walking to the local public library may be too dangerous.

"A lot of parents say, 'When we're gone, you can't go to the library.' It's not an option," says Rebecca Constantino, a researcher and instructor at the University of California-Irvine.

The result: a well-documented "summer slide" in academics that, by sixth grade, accounts for as much as 80% of the achievement gap, Allington and other researchers say. Researchers note that low-income students lose about three months of ground each summer to middle-class peers.

"You do that across nine or 10 summers, and the

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next thing you know, you've got almost three years' reading growth lost," Allington says.

For a study to be published later this year in *Reading Psychology*, Allington and colleagues selected students in 17 high-poverty elementary schools in Florida and, for three consecutive years, gave each child 12 books, from a list the students provided, on the last day of school.

In all, 852 students received books each year, paid for mostly by federal Title I money. Three years later, researchers found that those students who received books had "significantly higher" reading scores, experienced less of a summer slide and read more on their own each summer than the 478 who didn't get books.

Simple cause-and-effect

Constantino, who in 1999 founded Access Books, a group that has given away more than 1 million books, says the cause-and-effect is simple: "When kids own books, they get this sense, 'I'm a reader,'" she says. "It's very powerful when you go to a kid's home and ask him, 'Where is your library?'"

The program, piloted last year in Richmond County, Ga., and Charleston, S.C., expands to eight more cities this summer, and 1.5 million books are expected to come home with students, says Greg Worrell of children's book publisher Scholastic, which is offering the books at a discount.

Like Constantino, Worrell says many low-income families "just don't have books in their home at all." But when books come home, parents are inevitably as excited as their children, says Carmel Perkins of Chicago Public Schools, which plans to hand out books to 8,600 students this summer.

"It seems so simple, but parents see it very differently," she says.

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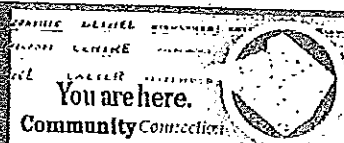
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Originally Published: 12/29/2010

Reading self-selected books in summer heads off setback

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In our last column, we discussed Nancy Atwell's contention that the road to proficiency in reading travels in a straight line through the landscape of having children read as much as possible within the context of children selecting the books they read ("Want proficiency in reading? Read, read and then read," Reading Eagle, Dec. 15).

Is there anything within the structure of the public school system that prevents that reading process from going forward?

Public schools have well-stocked libraries, and school districts often encourage classroom teachers to build book collections in their rooms.

There is, however, one factor within the public school environment that mitigates the effort to improve children's reading proficiency. It is the school schedule itself.

In an earlier article, we discussed several metaphors that defined the public school system in the United States. One of those was the farm metaphor: Get kids into school by Labor Day and out by Memorial Day.

Why was the school year structured in this manner? In simple terms, when school attendance became mandatory at the end of the 19th century, the family farmer required his children to help plant, tend and harvest the crops that fed America. The farmers' economic survival depended on having children available during growing season - the summer.

Despite the fact that the family farm may have become an anachronism, the farm model of building the public school schedule has remained in place.

Not only is this farm model of limited economic use, studies dating back into the late 1970s and early 1980s show that summer reading setback - the loss of reading proficiency - plays a large role in the difference in reading proficiency levels between economically disadvantaged and economically advantaged students.

In 1997, Doris R. Entwisle, Karl L. Alexander and Linda S. Olson, in their book "Children, Schools and Inequity," advanced the concept of the faucet theory to explain the differential achievement in reading proficiency between the two groups of children.

In the authors' views, when the school faucet is turned on - school is in session - students of all economic levels benefit. When school is not in session and the faucet is turned off, especially over summer break, reading proficiency among students from more economically advantaged families continues to develop. The case is not the same for poorer children, whose reading proficiency may decline.

Richard L. Allington and Anne McGill-Franzen, both of the University of Tennessee, in conjunction with several colleagues, have conducted an experimental program to look at this issue of summer reading loss among poorer children.

In their study, 852 randomly selected elementary children from low-income families in 17 high poverty schools were provided with a supply of self-selected trade books on the final day of school over a three-year period. A control group of 478 randomly selected students from these same schools received no books.

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Using results from state reading assessments, Allington and McGill-Franzen reported: "Providing easy access to self-selected books for summer reading over successive years does, in fact, limit summer reading setback."

"Children who received the books reported more often engaging in summer reading and had significantly higher reading achievement than the control group. We also found that the reading gains from students from the most economically disadvantaged families in the study were found to be larger, perhaps because these students have the most restricted access to books."

In reporting their results in the journal *Reading Psychology*, Allington and McGill-Franzen also identified three factors they felt made a difference in their study: The students were younger at the beginning of the study having completed grades 1 and 2. Books were self-selected by the students. The program extended over three years, not just a single year as in many experimental studies.

This research, in conjunction with the concepts of Nancy Atwell, provided some guidance for us when we discuss reading proficiency: Encourage children to read, provide them with good books for the time when the school's faucet is shut off and allow them to select the books they wish to read.

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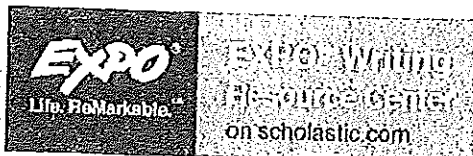
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Bridging the Summer Reading Gap

A break from books can mean big losses for at-risk readers, but schools can help keep pages turning and minds sharp

By Anne McGill-Franzen and Richard Allington

June is fast approaching — you can feel the heat of summer in the hallways. Days are longer, attention spans are growing shorter, and everyone is ready for a break. Teachers are planning for their vacation time. Children are ready to shrug off the mantle of "student" for the three-month break, along with the backpacks, the math homework, and the quizzes and tests. But just because school is out, it doesn't mean that reading and learning should stop. Teachers know that many children can't afford to take such a long break. Young readers who don't continue to read over the summer — especially those who are reluctant or at-risk — are likely to lose crucial ground. One summer off can sometimes mean a whole school year of struggling academic performance.

What Schools Can Do

Summer Reading Loss

Regardless of other activities, the best predictor of summer loss or summer gain is whether or not a child reads during the summer. And the best predictor of whether a child reads is whether or not he or she owns books. While economically-advantaged kids often have their own bedroom libraries, poor kids usually depend heavily on schools for books to read.

Understandably, summer reading loss or "summer setback" is a bigger problem for children from low-income families. Their reading achievement typically declines an average of three months between June and September, while that of typical middle-class students improves or remains the same. This means that a summer reading loss of three months accumulates to a crucial two-year gap by the time kids are in middle school, even if their schools are equally effective. It suggests that focusing all of our efforts on improving the schools isn't going to work.

Children need to read outside of school. Research clearly shows that the key to stemming summer reading loss is finding novel ways to get books into the hands of children during the summer break.

Libraries Fall Short

With schools and their libraries closed for the summer, public libraries might seem like a logical solution. However, those located in poor neighborhoods are often the first to close or restrict hours in a budget crunch. Even when public libraries are open, poor children may lack transportation. Research shows that public library use among poor children drops off when a library is more than six blocks from their home, compared with more than two miles for middle-class children.

Middle-class children might ride their bikes to the library, but poor kids often aren't allowed on the streets by themselves because it's considered too dangerous. And in rural areas, public libraries may be too far away for children to enjoy regularly. Hefty fines for late books can also deter children and their parents from using the public library. Families with little money to spare may not perceive a library that fines as "free."

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We also know that teachers and librarians in the poorest communities, are the least likely to allow children to check out books because these schools can't afford to risk the loss of the few books they have. While economically-advantaged schools are able to buy multiple copies of favorite books, poor schools face serious limitations. High-poverty schools use what money they have to buy test-preparation packages, while middle-class schools buy books.

Motivation Matters

Limited access to books is only part of the reason for summer reading loss. While we know that the more children read, the better their fluency, vocabulary, and comprehension, it is less clear how to motivate children to read. Put simply, children whose reading skills are not strong — who have a history of less-than-successful reading experiences — simply aren't as interested in voluntary reading as are those children with a history of successful reading experiences.

Lower-achieving readers are typically asked to read books that are too difficult. Without books that can be read easily with good comprehension, these less-skilled readers will not improve. All of their cognitive energy is devoted to trying to figure out unknown words — which produces a dysfluent, word-by-word reading with little understanding of, or engagement with, the books in their hands.

These disjointed reading experiences fail to help children consolidate skills, and perhaps most significant, such experiences make children feel unsuccessful. They offer little incentive to persevere and, ultimately, participate in the world of readers. Children don't just need books; they need the right books. Providing children with books that fit — books that match their skill levels and their interests — is an important first step in encouraging voluntary reading.

Holding Their Ground

While the statistics on summer reading loss seem discouraging, there are answers. Studies suggest that children who read as few as six books over the summer maintain the level of reading skills they achieved during the preceding school year. Reading more books leads to even greater success. When children are provided with 10 to 20 self-selected children's books at the end of the regular school year, as many as 50 percent not only maintain their skills, but actually make reading gains.

Summer School Reading

In our current research, we are looking for the most effective ways to support the summer reading of children who struggle with high-stakes assessments and are at risk of failing their grade in school. Many of these children attend mandatory summer school, yet have few opportunities to read extensively in books that are at their level and about topics that truly interest them. Our work suggests that if children have opportunities to listen to, discuss, and read books on topics that they select, or books about characters that they love, they develop extensive background knowledge that can scaffold their independent reading and sustain their engagement. Summer school must provide interventions that accomplish these goals.

Getting the Books Out

School book collections are typically the largest and nearest supply of age-appropriate books for children. When teachers and school libraries can find ways to share books with students over the summer, the gains can be notable. This low-cost, low-intensity intervention obviously can't address the many and varied reading needs of all students. But it is a starting point. With planning, there are simple ways to ensure that books become available to any child at any time of year — but especially in the summer, when the reading should be easy.

Anne McGill-Franzen and Richard Allington are education professors at the University of Florida. They can be reached via email at mcgill@ufl.edu. This article was originally published in the May/June 2003 issue of Instructor.



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NEWS FROM THE PORTLAND AREA AND THE NORTHWEST

Book drive targets young imaginations

September is always a mixed bag at Kelly Elementary School. Teachers and staff at the Lents campus are happy to be back at work and happy to see their students.

But they also suffer a seemingly inevitable letdown when the work shifts from greetings to grading. Each year, reading scores for many of their students drop between the end of one school term and the start of another.

Not surprising. Not unusual. Almost 80 percent of the student pop-

ulation at Kelly qualifies for free or reduced-price lunch. For more than 30 percent of Kelly's children, English is a second language. These are not kids who spend vacations in summer school programs, on quasi-educational family trips or even hanging out at the neighborhood library; there is no library within easy walking distance of Kelly.

"They're watching TV. They're playing video games. They're taking care of a younger sibling. They're helping their parents," said Principal Sharon Allen. "What we know from the



ANNA GRIFFIN
COMMENTARY

test scores is that they forget to practice their reading, or we have failed to show them how important practicing is."

Not next summer. Not if school librarian Laura Jones can help it. Last year, Jones read a column by New York Times columnist David Brooks about a University of Tennessee research project in which 852 disadvantaged students were given 12 books to take home for the summer for three consecutive years. Those children did as well on ensuing reading tests as students who attended summer school. Jones' immediate thought: "We can do that here."

Please see **GRIFFIN**, Page B2

How to donate books

Donate gently used books to Southeast Portland's Kelly Elementary through the Children's Book Bank, childrensbookbank.org, or send donations directly to the school, 9030 S.E. Cooper St., Portland, OR 97266.

Financial contributions are tax deductible.

For more information, e-mail librarian Laura Jones at ljones2@pps.k12.or.us.

For a wish list of suggested books to donate to the school, see **Page B2**

Griffin: Drive seeks donations of money, books

Continued from Page B1

She called the researchers, pulled together statistics showing a similar "summer slide" in Kelly reading scores and partnered with the nonprofit Children's Book Bank to start a book drive for Kelly kids. She's trying to collect enough books to send all 500 Kelly students home with 10 books of their own the next two summers.

Books they want to read. Books they'll be excited to get and trade with friends. Books that might not seem educational on their face.

Jones' wish list includes the "Diary of a Wimpy Kid" series, "Star Wars" chapter books, the "Bone" and "Amulet" graphic novels, "Calvin & Hobbes" collections and anything Barbie-related.

They're looking for financial donations to help buy plenty of copies of the most popular titles. They're also looking for donated books. So far, they've collected more than 2,000. Jones, who dreams of turning her well-stocked, well-used library into a bookstore for a day, has books stacked in the back of her minivan for the moment.

"Kids are a lot like adults. We don't like to do things we don't think we're good at," Jones said. "The thing about reading is that the more you do it, the better you are. The better you are, the more you'll enjoy it. I love to read, but if you put a college physics textbook in front of me, I'm going to tune out. For a child, the road to Hemingway really might start with 'Captain Underpants.'"

Closing the gap between rich and poor students is a big problem that will take big solutions, like a fundamental rethinking of the way we pay for schools in Oregon. But big solutions can start with small, intensely local projects by educators and parents willing to take matters into their own hands.

10,000 Books Project wish list

Picture books, early readers (authors):

Mo'Willems (especially the "Elephant & Piggie" series); Jan Thomas; Ian Falconer; Oliver Jeffers; Rosemary Wells; Kevin Henkes; Dr. Seuss; Norman Bridwell; ("Clifford" books); Ted Arnold ("Fly Guy" series); Eric Carle; Ezra Jack Keats; Laura Numeroff; Kate DiCamillo ("Mercy Watson" series); Dav Pilkey ("Dragon" series); anything with superheroes, princesses, Dora the Explorer, Legos, Bionicles, dinosaurs, sharks, dogs, cats, movie tie-ins or Barbie

Early chapter books:

"Babymouse," "Geronimo Stilton" series, "Maya & Miguel," "Ivy & Bean," Ricky Ricotta, Franny K. Stein, Katie Kazoo, "Fairies"

Series by Daisy Meadows, Pokémon, SpongeBob SquarePants, Scooby-Doo, Judy Moody or Stink

Graphic novels/comics:

Garfield, Calvin & Hobbes, Baby-mouse, "Bone," "Amulet," Nancy Drew, Hardy Boys, age-appropriate manga, "Dragonbreath"

Fiction:

"Diary of a Wimpy Kid" series; "The Allie Finkle" series, "The 39 Clues," "How to Train Your Dragon" series, "Star Wars" chapter books, "The Spiderwick Chronicles," "Warriors" series

Nonfiction:

"Eyewitness," "Eyewitness Junior" or "Eyewonder" series by DK, particularly dinosaurs; knights and castles, mythology, sharks, sports, ballet, World War

I and II. Also:

"Unexplained Phenomena" Guinness World Records, Scholastic World Records
Folk and fairy tales
Dinosaurs; animals — especially "scary" ones such as sharks, alligators, snakes or cuter ones such as pandas; pets
Origami; how-to books, particularly for basketball, soccer, football, ballet and magic; joke books
Visual dictionaries, especially "Star Wars"-themed ones
Books on pop culture stars, such as Justin Bieber or Hannah Montana
Children's books in Russian; bilingual books in Vietnamese, Spanish, Chinese or Russian.

There's a wonderful elegance to the Kelly book drive, the

10,000 Books Project. Even if it doesn't work, even if reading scores don't rise rocketlike next fall, Jones and her colleagues at Kelly will have accomplished something good: bringing more books into a community

that needs them.

"It's really simple, but think about what it could do down the line, if we can make this a regular event," she said. "If you start at Kelly, you're going to have 100 more books in your house by the time you leave. You pass them on to your

brother or sister. You sell them at the family garage sale. But they're still in the neighborhood."

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Allowing one youth
to leave high school
for a life of crime
and drug abuse
costs society \$1.7-
\$2.3 million
(2002)

Invoice	
To: American public	
For: One lost youth	
Description	Cost
Crime:	
Juvenile crimes 14 years @ 1-4 crimes/year	\$22,000-\$250,000
Victim costs	\$21,000-\$84,000
Criminal justice costs	\$1,000,000
Adult crimes 18 years @ 10.5 crimes/year	\$385,000
Victim costs	\$64,000
Criminal justice costs	\$1.5-\$1.8 million
Offender productivity loss	\$1.3-\$1.5 million
Total crime cost	
Present value*	
Drug abuse:	
Resources devoted to drug market	\$34,000-\$166,000
Reduced productivity loss	\$27,000
Drug treatment costs	\$10,000
Medical treatment of drug-related illnesses	\$11,000
Prison care costs	\$31,000-\$229,000
Criminal justice costs associated with drug crimes	\$40,500
Total drug abuse cost	
Present value*	
Costs imposed by high school dropout:	
Lost wage productivity	\$300,000
Fringe benefits	\$75,000
Nonmarket losses	\$65,000-\$375,000
Total dropout cost	
Present value*	
Total loss	
Present value*	
	\$2.2-\$3 million
	\$1.7-\$2.3 million

* Present value is the amount of money that would need to be invested today to cover the future costs of the young's behavior.

Source: Authors' adaptation of Cohen's The Monetary Value of Saving a High-Risk Youth in the Journal of Quantitative Criminology.

EFFECTIVE PRAISE

1. Is delivered contingently.
2. Specifies the particulars of the accomplishment.
3. Shows spontaneity, variety, and other signs of credibility—suggests clear attention to the students accomplishments.
4. Rewards attainment of specific performance criteria (which can include efforts criteria).
5. Provides information to students about their competence or the value of their accomplishments.
6. Orients students toward better appreciation of their own task related behavior and thinking about problem solving.
7. Uses students' own prior accomplishments as the context for describing present accomplishments.
8. Is given in recognition of noteworthy or effort or success at difficult (for this student) tasks.
9. Attributes success to effort and ability, implying that similar successes can be expected in the future.
10. Fosters internal motivation (students believe that they expend effort on the task because they enjoy the task and/or want to develop task relevant skills).
11. Focuses students' attention on their own task relevant behavior.
12. Fosters appreciation of task relevant behavior after the process is complete.

INEFFECTIVE PRAISE

1. Is delivered randomly or unsystematically
2. Is restricted to global positives reactions.
3. Shows a bland uniformity that suggests a conditional response made with minimal attention.
4. Rewards mere participation, without consideration of performance, processes or outcomes.
5. Provides no information at all or gives students no information about their status.
6. Orients students toward comparing themselves with others and thinking about competing.
7. Uses the accomplishments of peers as the context for describing students' present accomplishments.
8. Is given without regard to the effort expended or the meaning of the accomplishment.
9. Attributes success to ability alone or to external factors such as luck or low task difficulty.
10. Fosters external motivation (students believe that they expect effort for external reason- to please the teacher, win a competition or reward).
11. Focuses students' attention on the teacher as an external authority who is manipulating them.
12. Intrudes into the ongoing process, distracting attention from the task relevant behavior.

READING INSTRUCTION STRATEGIES

1. *Preview the Story!*

- ◆ Read the title...what do you think this will be about? do you know anything about...?
- ◆ Look through the pages...lots of words on a page? few? paragraphs? chapters? anything jump out at you?
- ◆ Scan the illustrations...do they confirm your prediction based on title? what art medium are they an example of? can you tell me a summary of the story using just the pictures? what's happening in this picture? (and this one, and this one...)
- ◆ Read the back cover (if there is info)...how does this interest you? why do you think the publisher put these words here? Is it giving the story away?
- ◆ Find the author/illustrator names...do you know any of their other stories? do they always write in the same genre? same subjects? is this a series?
- ◆ Set the purpose for today's reading...today we are going to "get ready" to read...today we are going to read the story for the first (second, third) time...today, when we read the story, we are going to be looking for (key vocabulary words, feeling words, sentences that help us know what the character is thinking...)

2. *Word Attack!*

- ◆ Introduce difficult words...does it look like a word you know? when have you heard this word used? what does it mean? is this word made up of parts of other words?
- ◆ Use the words in meaningful sentences rather than reciting a dictionary definition.
- ◆ Use flash cards to play a memory game.
- ◆ Ask students to connect the word to something they already know...use alliteration if possible (stew – a kind of soup, so stew is soup and soup can be stew.)
- ◆ Have students scan through the text and find the key words...without "reading."

3. *Read the Text!*

- ◆ Students can choral read (read altogether with you); echo read (repeat your words), read silently or follow along as you read the text. Set markers as you read (let's read from here to the bottom of the next page...) Pause often to ask questions from different levels of understanding (see next page). This is the students' first interaction with this text. It is more important to work on comprehension at this stage. In subsequent readings, students will read to practice word attack skills when they come upon an unknown word, and fluency rate.
- ◆ Stop often to review, predict, and connect our understandings to the text. (Ask often...where in the text does it say that? where does the author give you a hint? how does the picture support your idea?)
- ◆ At the end of the text, it is appropriate to discuss the characters, plot, problem, solution, setting, author's purpose, story genre, etc. (See possible questions on next page.)
- ◆ Emphasize both the fun and the learning that reading presents!

- ◆ Reread the text for different purposes. (Have students practice a piece of the story to read aloud... this is not a time to assess their reading with new material... we are "practicing"... don't forget "voice" when reading aloud.)

Targeted Questions:

General:

- ◆ What did you expect the story to be about?
- ◆ Did it turn out that way?
- ◆ What characters did you like? Dislike? Why?
- ◆ Could you understand how a particular character felt because something similar happened to you?
- ◆ What was your experience?
- ◆ Would you recommend this story to others? Why?
- ◆ Did you think that ... was a fair way of describing...?
- ◆ Is this the way you think about...?
- ◆ Is this fiction/nonfiction, a fairy tale, etc?
- ◆ What would the summary of this story be?
- ◆ Is there a moral to this story? What is it?

Story Elements:

- ◆ Who were the main characters? What were they like? How do you know? What would the story be like if we changed the characters?
- ◆ Is this how ... are always like?
- ◆ What is surprising about this character?
- ◆ What is the problem in the story?
- ◆ How would you solve the problem?
- ◆ Why did the author choose...?
- ◆ What is the setting? What would the story be like if we changed the setting?

Comprehension:

- ◆ What does the word...mean in this sentence?
- ◆ Do you know another word that would work in this sentence?
- ◆ Where would we look to find...in the story?
- ◆ What happened first? Next? Last?
- ◆ Which sentence tells us the main idea? The problem?
- ◆ What is the purpose of...?
- ◆ How did ... feel at the beginning of the story? At the end?
- ◆ What will happen to kids who read this?
- ◆ This character has probably always...?
- ◆ Why did the author write this story?
- ◆ Which statement shows how the character feels about...?
- ◆ Which sentence explains why people should...?
- ◆ What kinds of words describe...?
- ◆ What other kind of story is this like?
- ◆ How can you tell this story takes place a long time ago?

Decoding Coaching

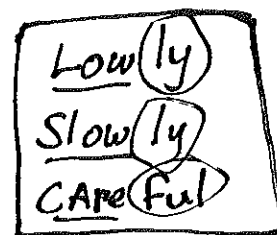
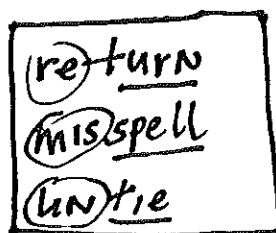
Helping your student develop phonemic awareness to understanding the letter/sound relationships of initial consonants, final consonants, blends, digraphs, onsets, rimes, prefixes, and suffixes on syllable and multi-syllable words.

- ❖ Do you know the beginning sound of that word?
- ❖ Do you recognize any other part of the word?
- ❖ When you look at the word, is there a chunk that you have seen before? Underline it with your finger. What is the sound of that chunk?
- ❖ Did you look at the middle and the end of the word?
- ❖ Do you know another word with the same ending rime or word family?
- ❖ Do you see any blends or digraphs?
- ❖ Can you find the base words?
- ❖ Can you locate a prefix or a suffix?

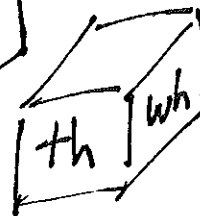
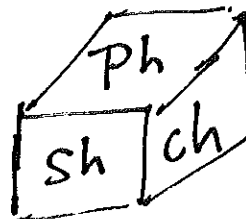
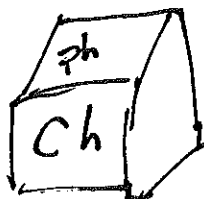
CHUNKS



PREFIXES & SUFFIXES



BEGINNING & ENDING DIGRAPHS



High-Frequency Word Coaching

Many students are aware that many high-frequency words are not spelled the way they sound. Practice recognizing familiar words to increase sight word vocabulary.

- ❖ Look at the story for words that may be on our word wall.
- ❖ Be a word detective. Can you find a word that doesn't look and sound the way it is spelled?
- ❖ Some words are used a lot in our language, but they don't sound the way they should. Let's type _____ into our brain's computer to help us remember this word. (Pretend to type the words on top of your head.)
- ❖ We have to remember _____ does not sound the way it should, but every time we see these letters making that word, it will always be _____.

Knowledge and Experience Coaching

- ❖ Does _____ make sense in that sentence?
- ❖ Try a new word that may make more sense.
- ❖ Reread it to see if that new word sounds right to your ears.
- ❖ Does it look like it could be the word you said?
- ❖ Is it too long? Is it too short? Is it just right? Do you remember the story of Goldilocks? Words should always be just the right length.
- ❖ When you said _____ it didn't make sense to my ears. What other word could you try?
- ❖ Does that new word look right and sound right?

Picture Clues Coaching

Teach your student to use the clues in pictures to identify unknown words in the text. Look for information about the characters and the setting of the story.

- ✚ Whom do you see in the picture?
- ✚ Tell me all the names that character could be called (e.g., girl, daughter, princess, sister, classmate, etc.)
- ✚ How is the character feeling?
- ✚ What is happening in the picture?
- ✚ What details do you see in the background?
- ✚ Where is the story taking place?
- ✚ Can you make any predictions from this picture?
- ✚ Does it look like there may be any problems in this story?

One-To-One Correspondence Coaching

Teach you students to make sure each printed word matches the spoken work. Students can demonstrate one-to-one correspondence by pointing word for word when listening to the text being read aloud.

- ✚ Point to the words while you read.
- ✚ While you were pointing, did you run out of words, have too many words, or have just the right amount of words?
- ✚ Try to read again. I am going to make a small check mark each time you read a word. Let's see if my check marks match the number of words on the page.
- ✚ Now I'll point to the words while we read together. What happened when I finished reading? Did my finger stop pointing when I ran out of words?

Prompting During Reading

Child is stuck on a Word:

- Wait 5 seconds
- Tell the child the meaning of the word
- Ask the child to reread the sentence
- Look at the beginning of the word. Reread the sentence, putting in the beginning sound and read on.
- Tell the child the word

Mistake doesn't make Sense:

- Wait 5 seconds
- Ask the question: "Does that make sense?" Or "Can you/we say that?"
- Ask the child to "Look closely at this word it means _____."
- Ask the child to reread the sentence, put in a blank, and read on.
- Look at the beginning of the unknown word. Reread the sentence, putting in the beginning sound, and read on.
- Tell the child the word.

Mistake Makes Sense:

- Wait 5 seconds
- When the child finishes the sentence, ask him or her to "look closely at the word."
- Look at the beginning of the word.
- Tell the child the word.

- | |
|---|
| <ul style="list-style-type: none">❖ If you forget the sequence or become flustered, go straight to the last prompt and reread the sentence.❖ Ignore minor mistakes e.g. "a" for "the" or "big" for "large"❖ If the child will not attempt a word, wait and then use the prompts in "Child is stuck on a word".❖ Always ask the child to reread the sentence and praise him or her. |
|---|

Prompts to Assist Children While Reading

Does that make sense?

Is that the way we talk?

Can you look at the picture?

Can you skip the work and come back later?

Can you read on and go back?

Can you make a guess?

Can you chunk the word?

Can you cover up part of the word?

Can you sound it out?

Can you find a little word inside that big word?

Can you look at the picture and sound it out?

Suggestions for Open-Ended Questions

What do you see?

What would happen if....?

Have you ever.....?

Have you ever wondered about....?

Do you remember when....?

What do you know about....?

If you were.....?

What would happen if....?

Pretend you are the character. What would you.....?

What do you think the character might be saying here? Feeling here?

What do you think will happen next?

How do you know?

What made you say or think that?

Reader's Response Topics

Share your thinking about:

- Something that surprised you or that you found interesting
- What you liked or dislike about the book (or character) and why
- An interesting or important character
- Parts of the book that puzzled you or made you ask questions
- What the story means to you
- Your thoughts and feelings about the author's message
- What you noticed about the characters, such as what made them act as they did or how they changed
- Why you think the author chose the title
- Retitle the book (or chapter) and describe why
- Your predictions and whether they were right
- How the book is like other books by the same author, on the same topic, or in the same genre
- How the book reminds you of other books, especially the characters, events, or setting
- How the illustrations add meaning to the story
- The ending and your feelings about it
- The language the author used and what you thought about it
- The author's craft – what was good about the author's writing
- Why you chose the book
- Why you think the author wrote the book
- Whether or not you would recommend the book to another reader and why
- What you would change about the book
- Examples of stereotypes, biases, generalizations
- Whether the book is easy, just right, or challenging for you and how you know
- The genre and its characteristics
- The author's use of time in the story
- How the setting affects the characters
- How the story might change if the setting changed
- How the author captured your interest or pulled you into the book
- How the author builds suspense
- What you want to remember about this book
- New insights or understandings you have
- Why you had trouble finishing or why you abandoned the book



The Six Keys:



1. Make reading together enjoyable.



2. Consider the reader's interests, experiences, and reading level.



3. Introduce the book in a relaxed conversation.



4. Encourage the reader with specific praise.

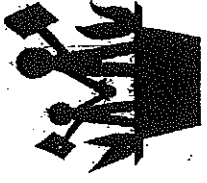


5. Help the reader maintain the meaning of the story.



6. Read together on a consistent basis.

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Ways Partners Can Support Readers

Wait... for the reader to try.

Praise... the reader for:

- using pictures.
- using letter sounds.
- noticing mistakes.
- rereading.
- fixing mistakes.
- maintaining meaning.
- reading smoothly with expression.

Conversation... Talk with the reader when:

He stops at a difficult word.

Partner: "Read it again and think what word makes sense."

She makes an attempt which changes the meaning.

Partner: "What word makes sense there?"

He makes an attempt which doesn't sound right.

Partner: "What word would sound better?"

She makes an attempt which doesn't look like the word.

Partner: "Does that look like the word you are saying?"

Say... "Would (say the word) work there?"

Or Partner tells the word.

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Fluency Coaching

Help your students read the text with fluent, articulate sentences. Teach your student to read as if they are speaking with inflection in their voices.

- ✚ Read the text for me and point to the words.
- ✚ Read it now without using your finger. Did your eyes have any trouble keeping their place on the page?
- ✚ Read the text again, but now try to read it like you are talking.
- ✚ Point to important punctuation marks that show you when to slow down.
- ✚ What should your voice do when you see a comma, a period, a question mark, or an exclamation mark?
- ✚ Listen to my voice as I read the next sentence. Am I reading at a fluent pace? Now, you try it.

Comprehension Coaching

Be sure your student understands what they are reading. Teach them to identify the characters, setting, plot, and solution. Help your student make predictions and inferences about the story.

- ✚ Can you retell the story?
- ✚ Who are the main characters in the story?
- ✚ Where does it take place?
- ✚ When did this part of the story take place?
- ✚ Is there a problem in the story?
- ✚ What were the actions taking place?
- ✚ How do you think the problem will be solved?
- ✚ Read ahead. Were you right in your prediction?
- ✚ What was that solution to the problem?
- ✚ How did the story end?
- ✚ What feelings did the characters have in the beginning, middle, and end of the story?

The Nuts and Bolts of Reading

By Rebecca Duda
September 2005

The essential elements of Reading are broken down into five main components.

- Phonemic Awareness - Recognizing and using individual sounds to create words
- Phonics - understanding the relationship between written letters & spoken words
- Reading Fluency - developing the ability to read a text accurately and quickly
- Vocabulary Development - learning the meaning and pronunciation of words
- Reading Comprehension - acquiring strategies to understand, remember, & communicate what is read.

Teachers usually use the DECODING when talking about phonemic awareness and phonics. The definition of READING FLUENCY stands alone, while VOCABULARY & READING COMPREHENSION are more closely related. We'll use the analogy of a new car to explain the difference between DECODING, READING FLUENCY, and VOCABULARY/READING COMPREHENSION. Decoding is the exterior of the car. Fluency is the smooth interior. Comprehension is the engine. Each is intertwined and each play a specific role in becoming a proficient reader.

What is DECODING?

Decoding is the ability to figure out how to pronounce unknown words by using knowledge of letters, sounds, and word patterns.

- Most of us can decode any text that is put in front of us. While we can "read" a journal written for the scientific or medical community, our true comprehension (unless we happen to be a scientist or doctor) may be minimal. We may not know much of the vocabulary and the content is probably well above our understanding. The same is true for children,
- Children that have "broken the code" in the process of learning to read can decode most any text. It may look

like they can "read" higher leveled text but they might not be understanding with any depth what they are reading.

What we must remember is that decoding is the bright, shiny exterior of the car. We must also look at the interior of the car (fluency) and make sure there is an engine (comprehension) behind it all.

What is READING FLUENCY?

Reading fluency is the ability to decode with speed, accuracy, and proper expression.

- A fluent reader is able to group words with correct intonation, stress, & pausing.
- Although fluency is dependent on word recognition, proficiency in word recognition does not always result in fluent reading. Proficient word recognition may be sufficient to read quickly and accurately, but it is not sufficient to read with proper expression.
- Fluency requires some application of language knowledge that is part of the comprehension process.
- When children are working on decoding their fluency is slower and sometimes stilted. This is because the focus is on figuring out individual words.
- As children's decoding skills improve, their fluency and comprehension follow. In order for fluency to improve, readers must be able to read at a reasonable rate.
- Books that children can read with ease help promote good reading fluency.
- Recent studies have confirmed the link between fluency and comprehension. These studies have found that fluency improves as one's ability to understand, interpret, and critically analyze text increases.

A reader may decode well (the bright, shiny exterior) and read fluently (the smooth interior), but still need to work on

comprehension (the engine). Without comprehension, all we have is a beautiful looking car that doesn't really take us anywhere.

What is VOCABULARY DEVELOPMENT & READING COMPREHENSION?

Reading comprehension is the process of understanding the constructing meaning from a piece of text.

- Comprehension depends on several interrelated skills: understanding oral language, decoding the printed words, reading fluently, & using strategies to increase comprehension.
- Comprehension may be affected by the difficulty of the text, vocabulary used, and the reader's familiarity with the subject matter.
- Comprehension improves when you know what the words you are using mean.
- Increasing children's vocabulary gives them the tools to be as effective communicator.

The key to understanding the written word is to bring decoding, fluency, and comprehension together. A bright, shiny exterior (decoding), a smooth interior (fluency), and a strong engine (comprehension) can take you anywhere.

SOURCES:

<http://teacher.scholastic.com> www.asha.org

www.readingsuccesslab.com <http://schwablearning.org>

www.nea.org

CHECK THIS OUT: www.nwrac.org/pub/tipsforparents.pdf

This is a pdf document (beware, it's 26 pages) from the NW Regional Educational Laboratory. It has great information about the reading process, behaviors at each stage of reading, ideas of what you can do at some, and booklists at each level.